DOCUMENT RESUME

ED 377 931 JC 950 069

TITLE	San Diego Miramar College Student Satisfaction with Matriculation Services.
INSTITUTION	San Diego Community Coll. District, CA. Research and Planning.
PUB DATE	Jul 93
NOTE	36p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	College Outcomes Assessment; Community Colleges; *Counseling Services; Outcomes of Education; Participant Satisfaction; Program Effectiveness; Questionnaires; *School Orientation; School Surveys; Screening Tests; *Student Attitudes; *Student Personnel Services; *Student Placement; Two Year Colleges; Two Year College Students; Use Studies
IDENTIFIERS	*San Diego Miramar College CA

ABSTRACT

A study was conducted to gather information regarding students' use of and satisfaction with the matriculation services of Miramar College (MC) in San Diego, California. A survey instrument was distributed to students in 30 randomly selected courses; responses were obtained from 29 of the 30, and a response rate of 72.9% was attained. Results of the study included the following: (1) the admissions component was rated most highly by older, continuing/returning, and female students, and African Americans and Latinos awarded admissions the highest ratings among ethnic groups; (2) orientation was the least used component, with less than 30% of the group stating that they had received a formal orientation; (3) a higher percentage of students with 16 or more cumulative units than those in the 0-15 cumulative unit range expressed overall satisfaction with MC's orientation program; (4) most students felt that they were placed into classes fairly and accurately, that assessment test results were clearly explained, and that they understood and used the results in selecting courses; (5) most students had visited a counselor at least once, and overall satisfaction with counseling services increased as the number of counseling contacts increased; (6) 62.3% of the students indicated that they would return to Miramar the following semester, 14.0% indicated that they would not, and 23.7% were uncertain; and (7) 58% of the students agreed that orientation had influenced them to check into other campus services, and only 46.8% reported being referred to such services by a counselor. The survey instrument is included. (MAB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

San Diego Miramar College

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
G. Takahata

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED 377 931

Student Satisfaction with Matriculation Services

Research & Planning Office
San Diego Community College District

July 1993

JC 950 069

BEST COPY AVAILABLE

Student Perceptions of Miramar College Matriculation Services
Spring, 1993

Executive Summary

BACKGROUND

In response to statewide concerns about the quality and academic standards of community colleges, AB-3, the Seymour/Campbell Matriculation Act, was passed by the California legislature in 1986 and funded by the governor in 1988. Under this act and subsequent regulations, greater rigor was to be introduced into the educational environment of the colleges. Students with a degree or vocational goal are required to participate in several activities to foster greater student involvement in their educational decisionmaking. In return, the colleges are to provide an array of support services from orientation to student follow-up. The matriculation regulations also mandated an extensive set of research and evaluation mandates in a wide range of program areas including testing, placement, success, persistence, and quality of matriculation services. Quality, according to the State Chancellor's Office's *Matriculation Research Options #1*, can include students' perceptions of matriculation services. This study examines the perceptions and satisfaction indices of students with Miramar College's matriculation services.

To gather data regarding student use of and satisfaction with Miramar's matriculation services, a student survey was conducted during March, 1993. Thirty day and evening classes to survey were randomly selected from the class schedule by the Research and Planning Department. Enrollment was approximately 28 students per class. The goal was to sample approximately 10% of Miramar's student population, which, based on the Spring 1992 Student Profile, equated to 825 students. Of 30 classes randomly selected, 29 responded. Out of 886 questionnaires distributed, 646 were completed and returned. This computes to a response rate of 72.9%.

Survey questions were based on Design 9 of the *Matriculation Local Research Options Handbook* and reviewed by Miramar's Student Services Council, the District's Student Services Council, Miramar College's Executive Dean of Student Services, and an Associated Student Body representative. Miramar's Executive Dean of Student Services assumed responsibility for placing survey forms and instructions in instructors' mail boxes.

Instructors administered the written surveys to students during class sessions and returned them, completed, to the Executive Dean of Student Services. Surveys were then returned to Research and Planning for optical scanning, coding, analysis, and reporting.

FINDINGS

The major finding was that students held generally favorable views of Miramar's matriculation services. Findings by component follow.

Admissions

The admissions component was rated most highly by older, continuing/returning, and female students. African Americans and Latinos awarded the highest ratings among ethnic groups.

Orientation

Among respondents, orientation services were shown to be the least used of Miramar's matriculation services, although those who did participate expressed moderately favorable opinions.

First-time students were more likely to have attended an orientation session than were continuing/returning students, the latter of whom may have enrolled prior to Miramar's implementation of matriculation services. At the same time, however, students 31 years and older were more likely than those aged 17-30 to have attended.

Latinos and females reported higher orientation attendance than other ethnic groups and males.

An inverse relationship by gender was noted between rates of participation and overall satisfaction. Males reported both lower levels of participation and higher rates of overall satisfaction while females, with higher rates of participation, reported lower percentages of overall satisfaction.

A higher percentage of respondents with 16 or more cumulative units than of those in the 0-15 unit range expressed overall satisfaction with Miramar's orientation program. This is notable in that responses to 2 of the 3 questions regarding specific aspects of the orientation program indicated that students with 0-15 cumulative units agreed at higher rates than those with 16 or more units that orientation had helped them to choose classes and influenced them to check into various campus services.

Assessment

The majority of students had taken Miramar's English, mathematics, and ESL placement tests, with younger and first-time students represented at higher rates than other age and cumulative unit groups. This probably reflects the relatively recent implementation of Miramar's matriculation program.

Ratings were predominantly favorable, with most students reporting that assessment and placement test results had been discussed with them and that they understood the explanation of the results and agreed with the placement recommendation.

Counseling/Advising

Most students had visited a counselor at least once to discuss course selection and educational goal clarification issues. Overall satisfaction with counseling services increased as the number of counseling contacts increased.

Females were more likely to have discussed educational goals and course selection issues with a counselor and reported higher rates of overall satisfaction than males.

Students aged 17-30 years used this service more often but expressed lower overall satisfaction rates than did those in the 31-50 year age groups.

This was the only component for which the utilization rate of continuing/returning students exceeded that of first-time students. Students with 0-15 and 46+ cumulative units expressed overall satisfaction at higher rates than those in the 16-30 and 31-45 unit groups.

Responses to several questions dealing with counseling/advising could not be analyzed by ethnicity due to the insufficient number of responses from one or more of the ethnic groups.

Follow-up

A majority of students (62.3%) stated that they intend to return to Miramar for the fall 1993 semester, 14.0% answered that they will not, and 23.7% indicated that they were uncertain. Responses suggest that matriculation services are helping students to define their educational goals, thus fulfilling a major goal of the Miramar Matriculation Plan. Defined educational goals may, in turn, contribute to persistence.

Of the 14% (87 students) who will not return, 58.3% (49 students) plan to transfer to a 4-year college or university, 16.7% (14 students) will continue at another community college, and 17.9% (15 students) will have achieved their educational goals. Another 2.4% (2 students) plan to return to Miramar after a temporary leave and 4.8% (4 students) stated that they were uncertain. Three students did not indicate what their student status will be.

First-time students reported the highest degree of participation in the orientation process and both younger and first-time students tended to use assessment services at higher rates than older and continuing/returning students. This suggests that enhanced student services launched with the implementation of matriculation in 1988 are reaching a targeted audience, that of new and first-time students. This seems to be a positive indicator of effectiveness.

A fundamental premise of the Matriculation Act was that campus support services may very well make the difference between student success and failure. Therefore, efforts to inform students of support service existence and availability should continue to be a priority. Only 58% of respondents stated that orientation had influenced them to check into special campus services and less than one-half reported being referred to such services by a counselor. College staff and faculty may use these findings to identify specific strategies to refer students to special support services consistent with the educational and support service priorities of the Miramar College Matriculation Plan.

The tendency of younger students to rate services less favorably than older students may merit additional exploration and discussion among student services staff.

Table of Contents

PAGE

EXECUTIVE SUMMARY i

BACKGROUND i

FINDINGS ii

Admissions ii
Orientation ii
Assessment iii
Counseling/Advising iii
Follow-up iii

STUDENT PERCEPTIONS OF MIRAMAR COLLEGE MATRICULATION SERVICES - SPRING, 1993 . . . 1

INTRODUCTION 1

Admissions 1
Orientation 1
Assessment 1
Counseling and Advising 1
Follow-up 2

INSTRUMENTATION 2

METHODOLOGY 3

STUDENT PROFILE 3

FINDINGS AND DISCUSSION 5

Admissions (Questions 1 and 2)

Quest. 1: How would you rate the efficiency of registering for classes? . . 5
Quest. 2: How would you rate the assistance provided by the Admissions Office at Miramar? 6

Orientation (Questions 3 - 7)

Quest. 3: What type of campus orientation did you receive your first semester here? 7
Quest. 4: The orientation session helped me to choose my classes for registration? 7

Table of Contents

PAGE

Quest. 5: The orientation session influenced me to check into other campus services. 9
Quest. 6: Orientations were scheduled at convenient times for me? . . 9
Quest. 7: Overall, I was satisfied with Miramar's orientation program. . 9

Assessment (Questions 8 - 11)

Quest. 8: What assessment tests did you take when you first entered Miramar (reading, writing, math)? 10
Quest. 9: My test scores helped me enroll in the right level of English class. 11
Quest. 10: My test scores helped me enroll in the right level of math class. 11
Quest. 11: I understood the explanation I received about the results of my assessment tests. 12

Counseling and Advising (Questions 12 - 17)

Quest. 12: Up to now, about how many times have you met with a Miramar counselor to discuss your educational goals and selection of appropriate courses? 13
Quest. 13: The counseling session helped me clarify my goals. . . 13
Quest. 14: The counseling session helped my select appropriate courses. . 15
Quest. 15: The counselor referred me to special services that might help me (such as financial aid, tutoring) 16
Quest. 16: Overall, I was satisfied with the counseling and advising I received at Miramar. 16
Quest. 17: When did you first decide upon a specific educational goal to pursue at Miramar? 17

Follow-up (Questions 26 and 27)

Quest. 26: Will you be returning to Miramar next semester (Fall 1993)? . 17
Quest. 27: If you answered "No" to Question 26, what will be your status next semester? 18

SUMMARY 19

Admissions 19

Orientation 20

Assessment 20

Counseling/Advising 21

Follow-up 21

List of Tables

TABLE		PAGE
1	Comparison of Miramar College - Survey Sample and First Census Enrollment	4

List of Figures

FIGURE		
1	Miramar Matriculation, Spring 1993 - Admissions Component . .	5
2	Miramar Matriculation, Spring 1993 - Orientation Component . .	8
3	Miramar Matriculation, Spring 1993 - Assessment Component . .	12
4	Miramar Matriculation, Spring 1993 - Counseling/Advising Component .	14
5	Miramar Matriculation, Spring 1993 - Follow-up Component . .	18

Appendix

Miramar College Matriculation Student Survey - 1993 . . . 23 - 26

Student Perceptions of Miramar College Matriculation Services
Spring, 1993

INTRODUCTION

The purpose of Matriculation is to ensure that students are provided access to a community college and are afforded equitable opportunities for quality education and successful attainment of educational objectives. Access and equity are to be facilitated through a variety of college programs and courses and a full range of support services and student-directed information.

The Matriculation process consists of seven components. This report will focus on the five which provide direct services to students: **Admissions, Orientation, Assessment, Counseling and Advising, and Follow-up**.

Admissions: This component includes application procedures and the collection of applicant data. At Miramar College, data collected from students includes the need for support services, educational goals, units planned, and the number of hours worked. This component can also include referrals to various college services and resources and support of the registration process.

Orientation: In this component, students are informed of academic and vocational program offerings; college procedures; locations of facilities and services; student responsibilities, rights, and grievance procedures; responsibilities of the college; and transfer and career opportunities.

Assessment: Under Matriculation, proper course placement is a high priority. This is facilitated by a process that includes using placement test scores, high school and transfer grade point averages, types of English and/or mathematics classes successfully completed, length of time out of school, number of hours worked, and other data. Information is gathered and feedback provided to help students understand and evaluate their past academic performance, study skills, English language proficiency, aptitudes for various subject areas, and career plans and interests. In this way, students are prepared to make informed placement decisions with counselors.

Counseling and Advising: This component provides contact between students and their counselors, advisors, and instructors during which they cooperatively interpret and apply assessment findings, formulate educational plans, discuss educational or personal concerns, and monitor progress toward educational goals.

Follow-up: Students' academic progress is systematically monitored by college staff and, if necessary, intervention strategies are introduced. While colleges have an array of mechanisms at their disposal, increasing numbers are using computer databases to achieve this end. Currently the SDCCD is pilot testing a computerized student follow-up system which is scheduled for fall 1994 implementation at Miramar College.

INSTRUMENTATION

Miramar College respondents completed a written survey of 27 multiple choice questions designed to measure their exposure to and rating of various Miramar matriculation services, including the Admissions, Orientation, Assessment, and Counseling/Advising components. Questions, based on Design 9 of the *Matriculation Local Research Options Handbook*, were reviewed by Miramar's Student Services Council, the District's Student Services Council, Miramar College's Executive Dean of Student Services, and an Associated Student Body representative.

Questions included 11 demographic items and educational planning items, in which students were asked to select responses describing their age, ethnicity, goals, plans, and other characteristics; 2 items to rate Admissions services (A=excellent, B=good, C=fair, D=poor, E=No opinion); 3 items to measure respondents' use of specific services (Orientation, Assessment, and Counseling/Advising); and 11 items to indicate respondents' level of agreement with statements regarding those services they indicated they had used (A=strongly agree, B=agree, C=disagree, D=strongly disagree, or E=No opinion).

If students indicated that they had not used a particular service at Miramar, their responses to other questions regarding that service were not counted or included in the analysis. Thus, if a student stated that he or she had not attended a Miramar College orientation session but then indicated agreement or disagreement with a statement regarding orientation, this agreement or disagreement with the orientation statement was neither counted nor analyzed.

Responses were analyzed separately for each Matriculation component and, whenever possible, by gender, age, cumulative unit status, and racial/ethnic response patterns. However, due to the limited reliability of inferences drawn from small samples, data were not analyzed when samples fell below 30 respondents.

A sample questionnaire is included as APPENDIX A.

METHODOLOGY

Surveys were distributed, completed, and analyzed during March, 1993. Thirty day and evening classes to survey were randomly selected from the class schedule by the Research and Planning Department. Analysis indicated an enrollment of approximately 28 students per class. The goal was to sample approximately 10% of Miramar's student population, which, based on the *Spring 1992 Student Profile*, equated to 825 students. Of 30 classes randomly selected, 29 responded. Out of 886 questionnaires distributed, 646 were completed and returned. This computes to a response rate of 72.9%. Miramar's Executive Dean of Student Services assumed responsibility for placing survey packets and instructions in instructors' mail boxes.

Instructors distributed and administered surveys to students during class times and returned them, completed, to the Executive Dean of Student Services. Survey packets were then returned to Research and Planning, where forms were scanned and analyzed using the Statistical Package for Social Sciences (SPSS).

STUDENT PROFILE

On the following page Table 1 shows a comparison of the survey sample with the Miramar College student population as of the spring 1993 First Census.

Table 1
Comparison of Miramar College
Survey Sample and First Census Enrollment

	Survey Sample *N = 646*	Miramar College Spring 1993 First Census Enrollment *N = 7,118*	
Age:			
17 - 20 years	26.0	17 - 12 years	18.7
21 - 30	45.0	21 - 29	40.1
31 +	29.0	30 +	41.2
Gender:			
Male	51.4		58.1
Female	48.6		41.9
Ethnicity:			
American Indian	2.0		1.7
Asian	9.3		8.4
African American	5.7		4.9
Caucasian	61.1		61.6
Filipino	10.3		10.6
Latino	10.6		10.6
Other	1.1		2.1
Current Unit Status:			
1 - 3	9.6	0.5 - 2.5 units	20.0
3.5 - 6	19.3	3.0 - 5.5	27.6
6.5 - 11.5	24.0	6.0 - 11.5	32.5
12 +	47.2	12 +	20.0
Cumulative Unit Status:		*N =7,483* *	
0 Units	6.9		7.3
1 - 15	24.7		27.2
16 - 30	24.4		18.3
31 - 45	19.1		15.6
46 +	24.9		31.5
Educational Goal:		*N=6751**	
BA/BS (Transfer)	73.6		48.2
AA/AS (No Transfer)	14.8		11.3
Certificate	4.2		6.5
Job Skills	3.9		26.8
Personal Interest	3.5		7.1

* Spring 1993 Miramar College First Census student characteristics data

The sample was comprised of 42.4% who reported working 35 or more hours per week, 34.2% working fewer than 35 hours per week, 9.8% unemployed but seeking work, and 13.0% unemployed and not seeking work. First Census data are not available for comparison.

Compared to Miramar's overall student population as reported in the Spring 1993 First Census Enrollment Report, the sample group was younger, included more women, and was more than twice as likely to be enrolled in 12 or more units. Compared to Miramar's overall student population as reported in the Spring 1993 First Census student characteristics data, the sample group was more inclined to be pursuing a degree and less likely to cite acquisition or upgrading of job skills as an educational goal.

FINDINGS AND DISCUSSION

Admissions (Questions 1 and 2)

Question #1: How would you rate the efficiency of registering for classes?

Nearly three-quarters of students (72.2%) who expressed an opinion rated the efficiency of registering for classes as either "good" (45.3%) or "excellent" (26.9%). See Figure 1.

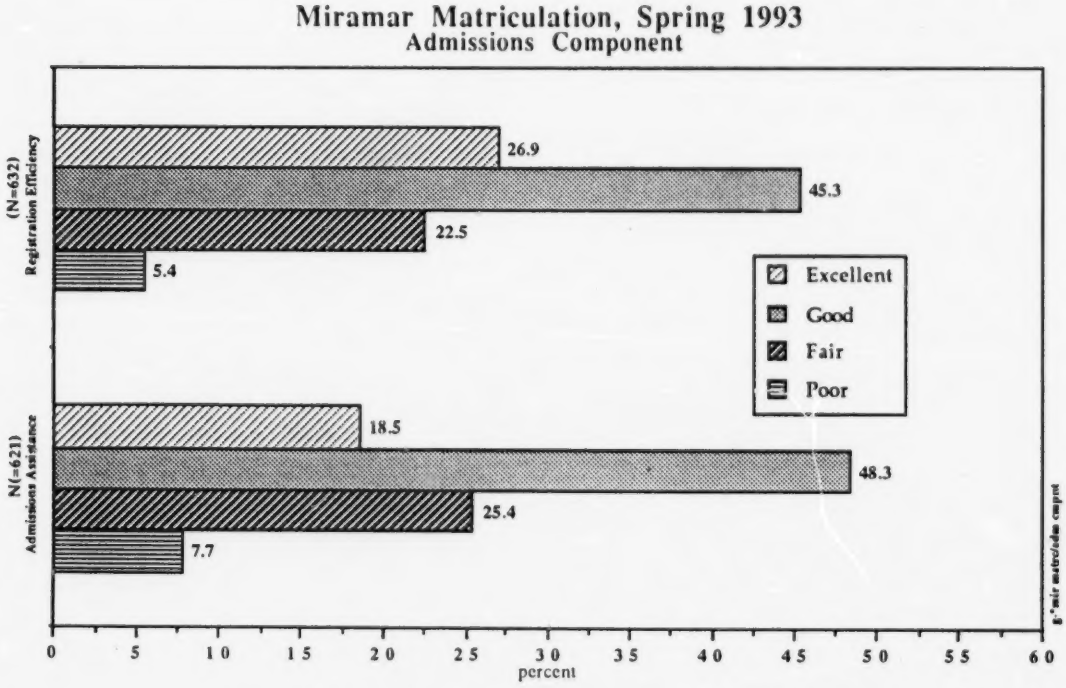


Figure 1: Student ratings of registration efficiency and admissions office assistance (Questions 1 & 2)

Females tended to give higher ratings (75.1% "good" and "excellent") than males (67.7%).

Older students tended to rate the Admissions component higher than did younger students. Little difference was noted among the 21-30, 31-40, and 41-50 age groups, which rated efficiency as "excellent" and "good" at rates of 74.3%, 75.5%, and 76.2%, respectively. The percentage of students aged 17-20 years giving these ratings, however, was 61.6%.

A positive relationship was noted between respondents' cumulative unit status and good/excellent response rates. Among first-time students, approximately 67% gave good/excellent ratings, while almost 75% of continuing/returning students reporting 46+ units gave good/excellent ratings.

Top ethnic group ratings came from African American and Latino students (each at 79.4%), followed by Caucasians (72.8%), Asians (72.2%), and "Other" (60.5%).

Question #2: How would you rate the assistance provided by the Admissions Office at Miramar?

More than two-thirds (66.8%) of respondents who stated an opinion rated assistance as either "good" (48.3%) or "excellent" (18.5%). See Figure 1.

Females tended to be slightly more generous with their ratings (68.1% "good" and "excellent") than males (65.3%).

Students 21 years of age and older awarded significantly higher ratings than did younger students. The 21-30, 31-40, and 41-50 age groups ranked assistance as "excellent" and "good" at rates of 69.4%, 69.6%, and 80.5%, respectively. The percentage of 17-20 year-olds conferring these ratings was 56.1%.

Students with more than 16 cumulative units awarded higher ratings than those with 15 or fewer units.

The most favorable ratings came from African Americans (78.8%), followed by Latinos (70.9%), Caucasians (68.5%), Asians (63.5%), and Other (60.5%).

Orientation (Questions 3-7)

Question #3: What type of campus orientation did you receive your first semester here?

More than 70% of respondents (71.7%) reported that they had received no formal Miramar orientation at all. One-fifth (20.1%) stated that they had attended a group orientation session conducted by a campus staff member, 4.7% had participated in a one-stop orientation, 2.6% (17 students) had enrolled in an orientation class (Personal Growth 127), and 0.9% (6 students) had watched an orientation video.

Among students who said that they had received an orientation (182 students), the majority (70.9%) had attended a group session, 16.5% had received a one-stop orientation, 9.3% (17 students) had attended the Personal Growth class, and 3.3% (6 students) had viewed the orientation video.

Females were more likely to have received an orientation than were males (29.6% versus 24.4%). Students aged 31 years and older were more likely than those aged 17-30 years to have participated in a formal orientation (29% versus 25.8%).

The lower the cumulative unit status, the more likely students were to report having received a formal orientation. The 37.2% rate of first-time students who reported attending a formal orientation declined to 13.7% of those with 46+ cumulative units. Given the relatively recent implementation of matriculation, this finding was expected.

Nearly one-third of Latinos and Other (32.3% and 30.5%) had attended an orientation, followed by 28.6% of African Americans, and Asians and Caucasians (each at 26.3%).

Question #4: The orientation session helped me to choose my classes for registration.*

More than 60% of students either agreed (45.6%) or strongly agreed (15.6%) that their orientation experience had helped them select classes (Figure 2 on the following page).

*Responses to Questions 4-7 were analyzed only if the respondent indicated in Question 3 that he or she had received a formal orientation at Miramar.

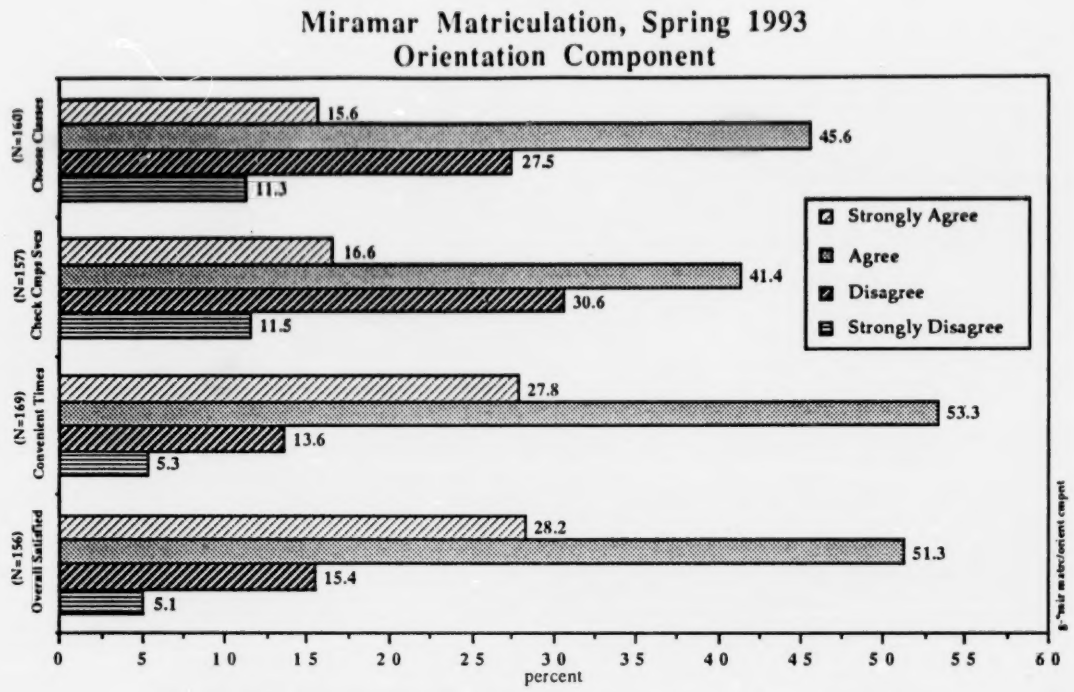


Figure 2: Student perceptions of orientation helpfulness, convenience, and overall satisfaction (Questions 4 - 7)

Just over 60% of males (61.1%) compared to 55.7% of females, either agreed or strongly agreed that the orientation had helped them to select classes.

A positive relationship was found between respondents' ages and rates of favorable responses. Approximately 54% of students aged 17-20 agreed that orientation sessions had helped them select classes, compared to 59.0% of 21-30 year olds and 62.5% of students aged 31 years and older.

Students with 0-15 cumulative units agreed at a higher rate (65.1%) than those with 16 or more units (55.0%) that orientation had facilitated their course selections.

*Responses to Questions 4-7 were analyzed only if the respondent indicated in Question 3 that he or she had received a formal orientation at Miramar.

Question #5: The orientation session influenced me to check into other campus services.*

Overall, 58% of respondents either agreed (41.4%) or strongly agreed (16.6%) that the session influenced them to check into other campus services (Figure 2).

Approximately 60% of males either agreed or strongly agreed that the session influenced them to check into other campus services, compared to 50% of females.

As students' ages increased, the more inclined they were to report that their orientation had influenced them to check into campus services. The percentage of students who agreed and strongly agreed increased from 35% of 17-20 year-olds, to 55% of the 21-30 year group, to 74.4% of those aged 31 years and older.

More than 60% (60.7%) of students with 0-15 cumulative units agreed with this statement, compared to 54.3% of those with 16 or more units.

Question #6: Orientations were scheduled at convenient times for me.*

Overall, 81.1% of students either agreed (53.3%) or strongly agreed (27.8%) that orientations had been conveniently scheduled (Figure 2).

A higher percentage of females (82.2%) than males (77.8%) agreed and strongly agreed that sessions had been scheduled at convenient times.

Question #7: Overall, I was satisfied with Miramar's orientation program.*

Approximately 80% of respondents either agreed (51.3%) or strongly agreed (28.2%) that they were satisfied with Miramar's orientation program. See Figure 2.

An inverse relationship by gender was noted between rates of participation and overall satisfaction. Males reported both lower levels of participation and higher rates of overall satisfaction while females, with higher rates of participation, reported lower percentages of overall satisfaction.

*Responses to Questions 4-7 were analyzed only if the respondent indicated in Question 3 that he or she had received a formal orientation at Miramar.

Higher percentages of older than younger students expressed overall satisfaction. Approximately 70% of 17-20 year-olds reported overall satisfaction, compared to 73.2% of 21-30 year olds and 92.9% of those aged 31-50.

Eighty percent of respondents with 16 or more cumulative units expressed overall satisfaction with Miramar's orientation program, compared to 76.9% of students in the 0-15 cumulative unit range. This is notable in that responses to 2 of the 3 foregoing questions indicated that students with 0-15 cumulative units agreed at higher rates than those with 16 or more units that orientation had helped them to choose classes and influenced them to check into other campus services.

Assessment (Questions 8 through 11)

Question #8: What assessment tests did you take when you first entered Miramar (reading, writing, math)?

Most respondents (60.2%) stated that they had taken Miramar's assessment tests. Another 17.9% had applied results of assessment tests taken elsewhere; 7.0% indicated that they had been exempted from Miramar's assessment tests due to completion of English or math courses at Miramar or elsewhere; and for undisclosed reasons, another 14.9% had not taken Miramar's assessment tests.

Sixty percent of students citing a bachelor's degree and 70.7% of students identifying an associate degree as their educational goal reported that they had taken Miramar's assessment tests. Sample sizes of respondents indicating job skill development, acquisition or maintenance of a certificate, and personal interest as their educational goals were too small to analyze.

A higher percentage of females (62.6%) than males (57.3%) reported that they had taken Miramar's assessment tests.

The youngest students were more likely (67.1%) than the oldest (53.7%) to have taken Miramar's assessment tests.

Percentages of students reporting that they had taken Miramar's assessment tests were inversely related to their cumulative unit status. While only 39.6% of those reporting 46+ units stated that they had taken the assessment tests, the proportion increased to 81.4% among first-time students.

*Responses to Questions 4-7 were analyzed only if the respondent indicated in Question 3 that he or she had received a formal orientation at Miramar.

the observation that a larger proportion of younger and first-time students is taking the assessment tests suggests that Miramar's Matriculation program, implemented in 1988, is effective in reaching these targeted groups.

A higher percentage of African Americans (74.3%) than of any other ethnic group reported having taken Miramar's assessment tests, followed by Asians (66.7%), Other (65.9%), Caucasians (60.6%), and Latinos (43.1%).

Question #9: My test scores helped me enroll in the right level of English class.**

A clear majority (88.5%) of those who had taken Miramar's assessment tests either agreed (43.6%) or strongly agreed (44.9%) with this statement (Figure 3).

No significant differences from this general pattern were noted between gender or ethnic groups.

Students' view that assessment test scores helped them enroll in the right level of English class, strongly expressed by all age groups, became increasingly prevalent as respondents' ages increased. The rate of "agree" and "strongly agree" responses among 17-20 year olds was 83.5%. The percentage among 21-30 year olds was 89.1 and among students 31 years and older, 91.6%.

A higher percentage of continuing and returning students than of first-time students agreed that they had been correctly placed. Favorable response rates among continuing/returning students ranged from 87.2% of those reporting 46+ cumulative units to 91.2% of those with 1-15 units. The percentage of first-time students expressing agreement was 80.0%.

Question #10: My test scores helped me enroll in the right level of math class.**

A clear majority (78.2%) either agreed (40.0%) or strongly agreed (38.2%) that assessment test scores helped them enroll in the right level of math class (Figure 3).

A higher percentage of males (80.0%) than females (75.1%) agreed and strongly agreed.

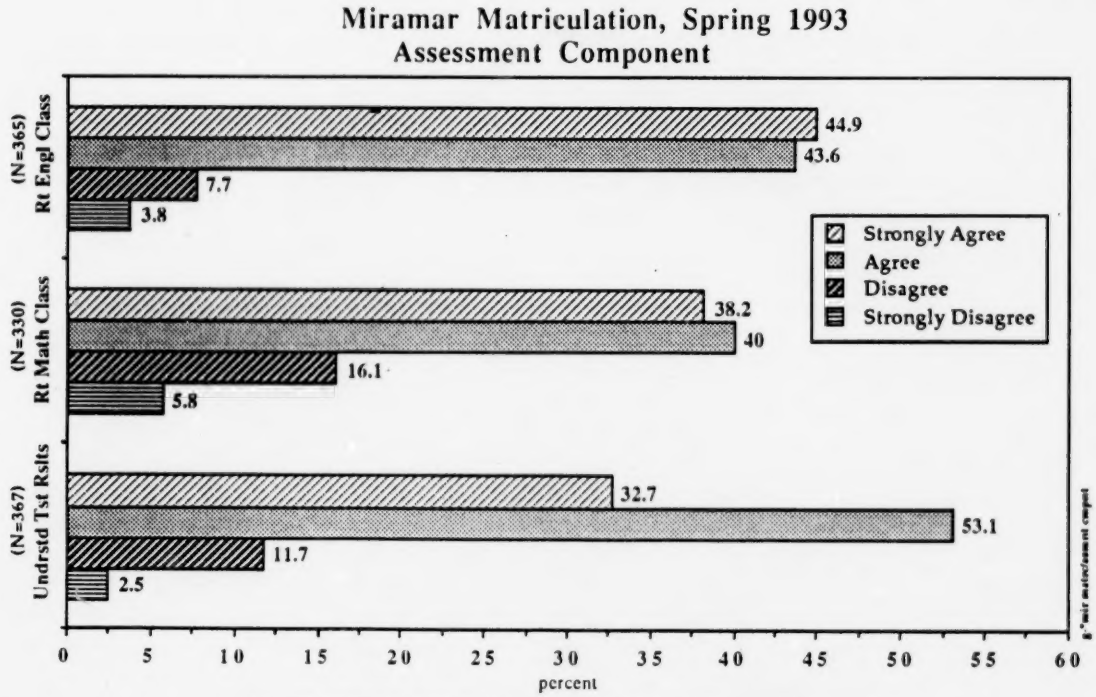
**Responses to Questions 9-11 were analyzed only if the respondent indicated in Question 8 that he or she had taken an assessment test at Miramar.

The view that assessment test scores helped them enroll in the right level of math class was expressed at higher rates by students between the ages of 21-50 years (81.8%) than by those aged 17-20 years (68.1%).

Responses by ethnicity did not differ from the general pattern.

Question #11: I understood the explanation I received about the results of my assessment tests.**

The informed use of assessment tests and interpretation of results are essential to the Matriculation process. In order to enter into an effective partnership for deciding a course of study, students must be able to understand assessment test results. Miramar appears to have succeeded with more than 85% of respondents agreeing with this statement (Figure 3).



Student ratings of usefulness and explanation of assessment test results
(Questions 9 - 11)

Figure 3:

**Responses to Questions 9-11 were analyzed only if the respondent indicated in Question 8 that he or she had taken an assessment test at Miramar.

Higher percentages of males than females (88.1% versus 82.9%) reported that they understood the explanation of their assessment test results.

Analysis by cumulative unit status suggests high rates of understanding of placement test results. Percentages of agreement with this statement were generally over 80% for all groups, regardless of number of units completed.

Among ethnic groups, rates of "agree" and "strongly agree" responses ranged from 80.0% for Asians to 94.1% of Other.

Counseling and Advising (Questions 12 through 17)

Question #12: Up to now, about how many times have you met with a Miramar counselor to discuss your educational goals and selection of appropriate courses?

Approximately 38% of respondents had never met with a Miramar counselor to discuss educational goals and course selections. Approximately 28% had met once, 16.4% had met twice, 8.8% had met three times, and 8.8% had met with a counselor 4 or more times to discuss educational goals and course selection.

More than half (58.1%) of males and 68.0% of females had discussed these particular issues with a counselor.

Nearly two-thirds (64.5%) of students aged 17-30 years had discussed these issues with a counselor, compared to 58.8% of those 31-50 years old.

Less than half of first-time students and respondents in the 1-15 cumulative unit category (44.2% and 47.1%, respectively) stated that they had discussed these particular issues with a counselor. Students in the 16-30, 31-45, and 46+ unit categories reported higher rates of such counseling contacts (73.0%, 73.9%, and 65.8%, respectively).

The highest rates of counseling contacts regarding these issues were reported by Asians and Latinos (66.7% and 64.1%, respectively). The lowest rate (57.1%) was reported by African Americans.

Question #13: The counseling session helped me to clarify my goals.***

Matriculation statewide was implemented partially out of a generalized concern that students lacked clear educational goals. In passing AB-3, the legislature intended

that support services such as counseling would promote greater student involvement in educational decisionmaking and goal clarification.
Most students (70.8%) either agreed (57.3%) or strongly agreed (13.5%) that counseling contact(s) had helped them to clarify goals (Figure 4).

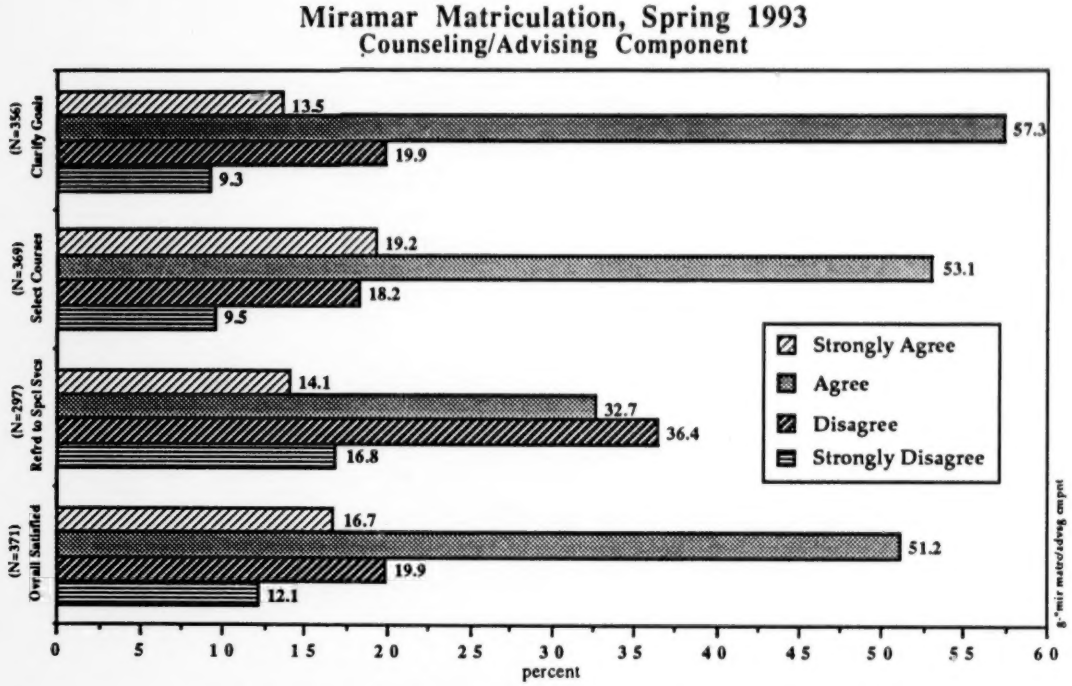


Figure 4: Student ratings of counseling: helped clarify goals/select courses, referred me to special services, was overall satisfactory - (Questions 13 - 16)

Students' perception that counseling helped them to clarify goals increased as the number of counseling sessions increased. Sixty-two percent of students who met only once with a counselor either agreed or strongly agreed with the statement. This figure jumped to 73.4% for those who had attended a second session, to 80.8% for those who met three times, and to 82.4% among those reporting 4 or more counseling contacts.

Approximately 70% of both females and males strongly agreed/agreed that counseling helped to clarify their goals .

***Responses to Questions 13-16 were included only if the respondent indicated in Question 12 that he or she had met with a Miramar counselor to discuss educational goals and selection of appropriate courses.

Positive relations were observed between both age and cumulative unit status and rates of "agree" and "strongly agree" responses. These rates ranged from 67.4% of 17-20 year olds up to 75.3% of students aged 31 years and over and from 67.9% of students with 0 - 15 cumulative units to 76.1% of the 46+ unit group. Thus, as the age and cumulative unit status increased, so did the perception that counseling helped to clarify educational goals.

Question #14: The counseling session helped me select appropriate courses.***

Nearly three-quarters (72.4%) of students either agreed (53.1%) or strongly agreed (19.2%) that counseling had helped them to select courses (Figure 4).

As with the goals clarification statement discussed above, a positive relationship existed between the number of counseling contacts and the rates of favorable responses. The 65.5% strongly agree/agree rate for those who had met only once with a counselor increased to 80.8% for those reporting 4 or more counseling sessions.

A higher percentage of females than males (74.7% versus 69.7%) agreed and strongly agreed that the counseling experience had helped them to choose courses.

"Agree" and "strongly agree" responses increased as the ages of respondents increased, ranging from 64.0% of 17-20 year olds to 80.0% of those aged 31 years and older.

Students with 15 or fewer cumulative units agreed at a higher rate (74.7%) than all other cumulative unit groups (range 71.0% - 72.9%) that counseling had helped them select courses. This suggests that counseling services are reaching new students, an intended group.

More than 80% of Other (84.1%) either agreed or strongly agreed that counseling had aided in their selection of courses. The lowest rate, 63.2%, came from Latinos.

***Responses to Questions 13-16 were included only if the respondent indicated in Question 12 that he or she had met with a Miramar counselor to discuss educational goals and selection of appropriate courses.

Question #15: The counselor referred me to special services that might help me (such as financial aid, tutoring).***

Overall, less than half of respondents (46.8%) either agreed (32.7%) or strongly agreed (14.1%) with this statement. See Figure 4.

A positive relationship was noted between "agree" and "strongly agree" response rates and the number of reported counseling sessions. While only 38.0% of students who had met once with a counselor supported this statement, the percentage rose to 72.9% of those reporting four or more visits.

Rates of agreement and strong agreement were 49.3% for females and 43.4% for males.

Students aged 31 years and older agreed with this statement at the rate of 55.9%. This is the only age group in which this was the majority opinion. The lowest rate, 40.7%, came from students aged 17-20 years.

Fifty percent of students reporting 46+ units agreed with this statement. Rates of agreement among other cumulative unit groups ranged from 47.0% to 44.9%.

Question #16: Overall, I was satisfied with the counseling and advising I received at Miramar.***

More than two-thirds (67.9%) expressed either agreement (51.2%) or strong agreement (16.7%) with this statement (Figure 4).

A positive relationship was noted between the number of reported counseling visits and overall satisfaction with counseling/advising services. Whereas 64.5% of students who had met only once with a counselor expressed either agreement or strong agreement, rates rose to 83.3% among those reporting 4 or more contacts.

A higher percentage of students aged 31-50 (71.7%) expressed overall satisfaction than of those aged 17-30 (66.5%).

Students with 0-15 and 46+ cumulative units expressed overall satisfaction at a higher rates (68.2% and 72.4%) than did those in the 16-30 and 31-45 unit groups, whose rates were 65.9% and 66.0%.

***Responses to Questions 13-16 were included only if the respondent indicated in Question 12 that he or she had met with a Miramar counselor to discuss educational goals and selection of appropriate courses.

More than 70% of Latinos (73.7%), 69.6% of Caucasians, 68.9% of Other, and 66.6% of Asians expressed overall satisfaction with Miramar's counseling services. Of 19 African Americans responding to this question, 11 indicated that they were satisfied and 8 indicated that they were not.

Question #17: When did you first decide upon a specific educational goal to pursue at Miramar?

A majority (62.1%) of students stated that they had first decided upon a specific educational goal before applying to Miramar, 11.2% after their first term, 8.8% during their first term, and 1.1% (7 students) during orientation. Nearly 17% (16.8%) described themselves as still undecided.

A higher percentage of males (19.2%) than of females (14.6%) described themselves as still undecided.

A lower percentage of students aged 30 years and younger (60.4%) than of those 31 years and older (66.3%) stated that they had decided upon a specific educational goal before applying to Miramar.

As might be expected, first-time students and those in the lower cumulative unit ranges showed higher "undecided" rates of 26.8%, 23.8%, and 24.7%. A substantial drop in this rate (to 10.1%) occurred in the 31-45 unit category and again (to 5.2%) in the 46+ unit category. This suggests that students continue to clarify their purposes for attending as they progress through their programs.

Other, Asian, and Caucasian respondents reported the highest percentages of pre-enrollment goal decisions (64.2%, 63.2%, and 62.7%) and the lowest "undecided" rates (11.1%, 12.3%, and 17.4%). African Americans and Latinos reported lower percentages of pre-enrollment educational goal decisions (57.1% and 58.5%) and higher "undecided" rates (22.9% and 20.0%).

Follow-up (Questions 26 and 27)

Question #26: Will you be returning to Miramar next semester (Fall 1993)?

A majority of students (62.3%) stated that they will return, 14.0% answered that they will not, and 23.7% said they did not know (Figure 5 on following page).

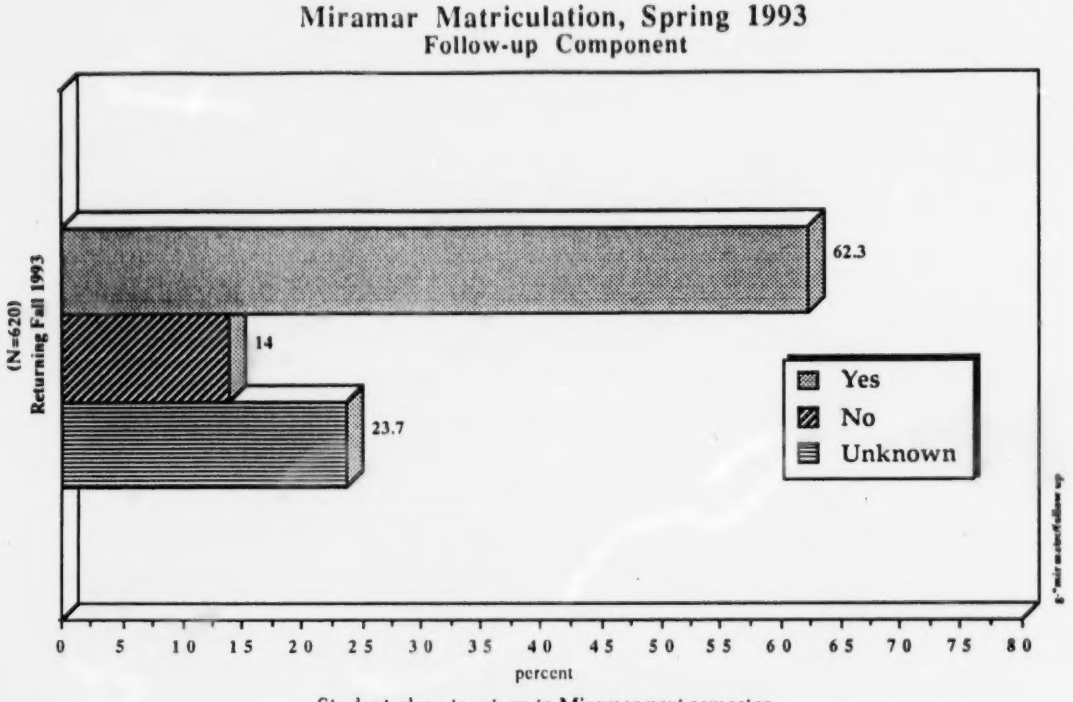


Figure 5:

Nearly 90% (88.8%) of students responding to this question had stated goals of earning a bachelor's or associate degree. Of these, 69.6% of students seeking associate degrees and 62.5% of students planning to transfer and earn bachelor's degrees stated that they will return to Miramar for the fall 1993 semester.

These responses suggest that matriculation services are helping students to define their educational goals. This is a major goal of the Miramar College Matriculation Plan and may, in turn, contribute to persistence.

Due to an insufficient number of responses from students with stated goals of acquiring or updating job skills (21 students), earning or maintaining certificates (26 students), or "Personal Interest" (22 students), no further analysis by educational goal was possible.

Question #27: If you answered "No" to Question 26, what will be your student status next semester?

Of the 14% (87 students) of respondents who indicated they will not return to Miramar next semester, 58.3% (49 students) plan to transfer to a 4-year college or

university, 16.7% (14 students) will continue at another community college, 17.9% (15 students) will have achieved their educational goal, 2.4% (2 students) will take a temporary leave but plan to return to Miramar, and 4.8% (4 students) were unsure. Three students did not respond to the question.

The largest proportion (79.8%) of students who stated that they did not plan to return to Miramar for the fall semester cited their educational goal as earning a bachelor's degree. Of this group, 71.6% (48 students) stated that they will transfer to a 4-year college or university, 14.9% (10 students) will continue at another community college, 9.0% (6 students) will have achieved their educational goal by then, and 4.5% (3 students) were unsure of what their educational status will be.

Approximately 13% of respondents (11 students) who stated they did not plan to return to Miramar for the fall semester identified their educational goal as earning an associate degree. Of this group, 18.2% (2 students) will continue at another community college, 54.5% (6 students) said that they will have achieved their educational goal, 18.2% (2 students) plan to take a temporary break from their studies and return to Miramar, and 9.1% (1 student) were unsure.

Two students who stated they did not plan to return to Miramar for the fall semester identified their educational goal as acquiring or updating job skills and four cited "Personal Interest."

SUMMARY

Responses indicate that students hold generally favorable views of Miramar's matriculation services. In addition, services appear to be meeting the intended goals of student persistence, proper course placement, educational plan development, and informed student and counselor decisionmaking regarding educational choices and goal clarification.

Admissions

The admissions component earned its highest favorable response rates from older and continuing/returning students. African Americans and Latinos tended to give the highest ratings among ethnic groups and females tended to rate Admissions somewhat higher than males.

Orientation

This was the least used component, with less than 30% of the sample group stating that they had received a formal orientation. Those who did participate in an orientation session expressed generally favorable opinions.

First-time students were more likely to have attended an orientation session than were continuing/returning students, the latter of whom may have enrolled prior to the implementation of matriculation services. At the same time, however, students 31 years old and older were more likely than those aged 17-30 years to have attended a formal orientation.

Latinos and females reported more active involvement in this component than did other ethnic groups and males.

An inverse relationship by gender was noted between rates of participation and overall satisfaction. Males reported both lower levels of participation and higher rates of overall satisfaction while females, with higher rates of participation, reported lower percentages of overall satisfaction.

A higher percentage of students with 16 or more cumulative units than of those in the 0-15 cumulative unit range expressed overall satisfaction with Miramar's orientation program. This is notable in that responses to 2 of the 3 questions regarding specific aspects of the orientation program indicated that students with 0-15 cumulative units agreed at higher rates than those with 16 or more units that orientation had helped them to choose classes and influenced them to check into various campus services.

Responses to several questions dealing with orientation could not be analyzed by ethnicity due to the insufficient number of responses from one or more of the ethnic groups.

Assessment

Most respondents had taken Miramar's assessment tests, with younger and first-time students represented at higher rates than other age and cumulative unit groups. Their generally favorable ratings strongly suggest that students believed they were placed fairly and accurately, that assessment test results were clearly explained, and that they understood and used the results in selecting courses. These are all key indicators of the success of the Miramar College Matriculation program.

Counseling/Advising

Most students had visited a counselor at least once to discuss course selection and goal clarification issues. Responses show that overall satisfaction with counseling services increased as the number of counseling contacts increased.

Females discussed these particular issues with a counselor more often and reported higher rates of overall satisfaction than did males.

Students aged 17-30 years used this service more often but expressed lower overall satisfaction rates than did those in the 31-50 year age groups.

The higher the respondents' cumulative unit status, the more likely they were to report that they had discussed these particular issues with a counselor. Students with 0-15 and 46+ cumulative units expressed overall satisfaction at higher rates than those in the 16-30 and 31-45 unit groups.

Responses to several questions dealing with counseling/advising could not be analyzed by ethnicity due to an insufficient number of responses from one or more of the ethnic groups.

Follow-up

A majority of students (62.3%) stated that they intend to return to Miramar for the fall 1993 semester, 14.0% answered that they will not, and 23.7% indicated that they do not know.

Of the 14% (87 students) who will not return, 58.3% (49 students) plan to transfer to a 4-year college or university, 16.7% (14 students) will continue at another community college, and 17.9% (15 students) will have achieved their educational goals. Another 2.4% (2 students) plan to return to Miramar after a temporary leave and 4.8% (4 students) stated that they were uncertain. Three students did not indicate what their student status will be.

Responses suggest that matriculation services are helping students to define their educational goals, This is a major goal of the Miramar College Matriculation Plan and may, in turn, contribute to persistence.

The observation that first-time students reported the highest rate of involvement in the orientation process and that both younger and first-time students tended to use assessment services at higher rates than older and continuing/returning respondents is a key indicator of the success of Miramar's matriculation program. It suggests

that efforts launched with the implementation of matriculation in 1988 are impacting an intended group of students.

Approximately 58% of students agreed/strongly agreed that orientation had influenced them to check into other campus services and only 46.8% reported being referred to such services by a counselor. College staff and faculty may use these findings to identify specific strategies to refer students to special support services consistent with the educational and support services priorities of the college.

Appendix

Miramar College
Matriculation Student Survey - 1993

MIRAMAR COLLEGE
MATRICULATION STUDENT SURVEY 1993

Admissions

1. How would you rate the efficiency of registering for classes?

   (A) Excellent
   (B) Good
   (C) Fair
   (D) Poor
   (E) No opinion

2. How would you rate the assistance provided by the Admissions Office personnel at Miramar?

   (A) Excellent
   (B) Good
   (C) Fair
   (D) Poor
   (E) No opinion

Orientation

3. What type of campus orientation did you receive your first semester here?

   (A) A campus staff member spoke with a group of new students
   (B) Watched a video on campus orientation
   (C) Enrolled in orientation class (Personal Growth 127)
   (D) One-stop orientation
   (E) Did not receive formal orientation

	strongly agree	agree	disagree	strongly disagree	no opinion
4. The orientation session helped me to choose my classes for registration.	A	B	C	D	E
5. The orientation session influenced me to check into other campus services.	A	B	C	D	E
6. Orientations were scheduled at convenient times for me.	A	B	C	D	E
7. Overall, I was satisfied with Miramar's orientation program.	A	B	C	D	E

Assessment

8. What assessment tests did you take when you first entered Miramar (reading, writing, math)?

   (A) I took Miramar's assessment tests
   (B) I was able to apply other test results taken elsewhere
   (C) I completed English/Math course work at Miramar (or elsewhere), so I did not have to take the assessment test
   (D) I did not take the assessment tests

	strongly agree	agree	disagree	strongly disagree	no opinion
9. My test scores helped me enroll in the right level of English class.	A	B	C	D	E
10. My test scores helped me enroll in the right level of math class.	A	B	C	D	E
11. I understood the explanation I received about the results of my assessment tests.	A	B	C	D	E

Counseling/Advisement

12. Up to now, about how many times have you met with a Miramar counselor to discuss your educational goals and selection of appropriate courses?

   (A) Never (B) Once (C) Twice (D) 3 times (E) 4 or more

	strongly agree	agree	disagree	strongly disagree	no opinion
13. The counseling session helped me to clarify my goals.	A	B	C	D	E
14. The counseling session helped me select appropriate courses.	A	B	C	D	E
15. The counselor referred me to special services that might help me (such as financial aid, tutoring).	A	B	C	D	E
16. Overall, I was satisfied with the counseling and advising I received at Miramar.	A	B	C	D	E

Goals

17. When did you first decide upon a specific educational goal to pursue at Miramar?

    (A) Before applying to Miramar
    (B) During my orientation session
    (C) During my first term at Miramar
    (D) After my first term at Miramar
    (E) I am still undecided

Please complete the following information about yourself:

18. Age: (A) 17-20 (B) 21-30 (C) 31-40 (D) 41-50 (E) over 50

19. Sex: (A) Male (B) Female

20. Ethnic Group (please mark only one - optional):

    (A) American Indian (B) Asian
    (C) African American (D) Caucasian

21. Ethnic Group (continued from question 20)

    (A) Filipino (B) Hispanic
    (C) Middle Eastern (D) Other _____

22. My employment status is:

(A) Full-time work (35 or more hours weekly)
(B) Part-time work (fewer than 35 hours weekly)
(C) Unemployed, seeking work
(D) Unemployed, not seeking work

23. How many units are you enrolled in this semester?

(A) 1 - 3 (B) 3.5 - 6 (C) 6.5 - 11.5
(D) 12 - 14 (E) 14.5 or more

24. How many total college units have you completed <u>before</u> this semester?

(A) 0 (This is my first semester.)
(B) 1 - 15 units
(C) 16 - 30 units
(D) 31 - 45 units
(E) 46 or more units

25. What is your educational goal?

(A) Bachelor's degree (transfer)
(B) Associate's degree (no transfer)
(C) Acquire or update job skills
(D) Personal interest
(E) Earn or maintain certificate

26. Will you be returning to Miramar next semester (Fall 1993)?

(A) Yes (B) No (C) I don't know

27. If you answered "No" to question 26, what will be your student status next semester?

(A) Transfer to a 4-year college or university
(B) Continue at another community college

(Which one? _____)
(C) Have completed my educational goal
(D) Temporary leave, but will return
(E) Unsure at this time